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PRAIRIE VIEW A&M UNIVERSITY

Prairie View, Texas 77446

A COMPARATIVE STUDY OF THE ATTITUDES OF CLERICAL WORKERS
AT PRAIRIE VIEW A&M UNIVERSITY

August 14
239540

A Thesis

Presented to

the Faculty of the Graduate School

Prairie View A&M University

Edwin G. Tyler

Donald H. Perkins

W. H. ...
In Partial Fulfillment

of the Requirements for the Degree

Master of Science

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by

Barbara J. Simmons Strickland

August, 1979

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Chapter I

INTRODUCTION

What makes people work? This question has been of deep concern to numerous industries throughout the United States. It was asked nearly fifty years ago, and today, U. S. industry is continuously searching for innovative ways to maximize employee productivity. About the time of World War I, it appeared that people worked entirely to supply themselves with the basic necessities of life--food, clothing, and shelter. Therefore, it was believed the way to accomplish increased productivity was to have in charge a tough, outspoken, authoritative supervisor. During the 1930's, another consensus was that people worked out of "loyalty" to an organization, and the way to increase productivity was to make the atmosphere pleasant; that is, work on salaries, fringe benefits and have soft music flowing throughout the facility. As time progressed, these methods proved to have little effect upon increased productivity.¹

Since World War II, a few behavioral scientists, most of them from our leading U. S. universities, have made

¹Frederick Herzberg, et al., Job Attitudes: Review of Research and Opinions (Pittsburgh, Pennsylvania: Psychological Service of Pittsburgh, 1969), pp. 30-49.

unprecedented attempts to deal more successfully with employee performance and attitudes. Among the noted psychologists of motivational research and studies are Professor Frederick Herzberg, Western Reserve University; Renis Likert of the University of Michigan; and Victor Vroom, Carnegie Institute of Technology. These and other renowned psychologists have sought to prove through their research that there are better ways to motivate workers in organizations than previously mentioned in this introduction. However, the research shows there is currently a great demand for workers, especially those who fill jobs that require high intelligence. But workers often appear quite indifferent; they are said to be "unmotivated," and existing simultaneously are "poor job attitudes." These poor attitudes too often lead to reduced productivity and to a lack of growth of the individual and the organization.² The question still is: What makes people work, or how can people in organizations be motivated to increase productivity, and at the same time satisfy their own needs?

Herzberg points out that when man becomes distant and alienated from his work, it seems necessary to tackle the problem of job attitudes:

To industry the payoff for a study of job attitudes would be in increased productivity, decreased

²Ibid., p. 48.

turnover, decreased absenteeism, and smoother working relations. To the community, it might mean a decreased bill for psychological casualties and an increase in the overall productive capacity of our industrial plan and in the proper utilization of human resources. To the individual, an understanding of the forces that lead to improved morale would bring greater happiness and greater self-realization.³

The Problem

The study proposed to determine and evaluate the attitudes of clerical personnel toward their work environment. The purposes of this study, therefore, were to identify and analyze factors which affect job satisfaction of clerical personnel at Prairie View A&M University.

Subproblem 1. The first subproblem was to determine factors of attitudes of clerical personnel toward their work environment.

Subproblem 2. The second subproblem was to compare factors of attitudes of clerical personnel at Prairie View A&M University by job classifications.

Subproblem 3. The third subproblem was to identify demographic factors which affect job satisfaction of clerical personnel.

Hypotheses to be Tested

Hypothesis 1. Clerical personnel at Prairie View A&M University do not have "satisfactory" attitudes toward their work environment.

³Ibid., p. 49.

Hypothesis 2. There is no significant difference between the mean attitude scores of secretaries and clerk-typists at Prairie View A&M University.

Hypothesis 3. There is no significant difference between the mean attitude scores of secretaries, stenographers and file clerks at Prairie View A&M University.

Hypothesis 4. There is no significant difference between the mean attitude scores of clerical personnel at Prairie View A&M University based on demographic factors. Demographic factors were identified as:

- a. Education
- b. Age
- c. Marital Status
- d. Employment Status

Importance of the Study

During the 1950's, Herzberg took the position that business was about to loose its controls over the destiny of man. Answers to such questions as: "Where has business failed and what necessary steps should be taken?" were sought.⁴ Herzberg proposed that one must look to man's duality--that man has two sets of basic needs: his need as an animal to avoid pain--which relates to the environment,

⁴Ibid., p. 32.

and his need as a human to grow psychologically--which relates to the tasks with which he is uniquely involved. For example, where clerical personnel do not have in their working environment the necessary supervision and equipment to perform to the best of their capacities, and/or turn out the quality work expected of them, some dissatisfaction will result. Again, if a member feels he/she is not receiving a satisfactory salary comparable to the amount of work he/she does, and has knowledge of similar colleges paying more for similar positions, he/she is likely to develop an unfavorable attitude toward the system.

Under the above circumstances, the clerical personnel will probably select one of two alternatives, and either one will prove to be fatal to the university. He/she will (1) relax in his/her work, taking on an attitude of "why work hard when I am already underpaid?" or (2) cause accidents or resign. In either situation, the system's progress is hindered by failing to meet the individual's need. As a result, the member will not meet goals of the university. Here, the hygiene factors would need immediate attention to curtail further deterioration. It is strongly felt by the researcher that a portion of the turnover among clerical personnel, though small, may be due to a relaxation of the motivators.

Business education teachers should be aware of factors affecting job satisfaction in preparing their students for employment. Teachers can better prepare their students for

clerical positions, when they know what is necessary to enhance morale and productivity. A study of this nature also gives clerical personnel opportunities to reflect on their work environment. Lastly, students pursuing a secretarial career should be made aware of those factors affecting job satisfaction in clerical positions, so that they may start early preparing themselves to work under these conditions.

Definition of Terms

The following terms are defined for clarification and better interpretations of the results of this study:

Attitude. Attitude refers to the behavior of employees which influence their beliefs, judgment, and perceptions of their job.

Job Satisfaction. Job satisfaction is defined as, "any combination of psychological, physiological, and environmental circumstances that cause a person truthfully to say, "I am satisfied with my job."

Delimitations of the Study

This study was limited to the attitudes of clerical personnel at Prairie View A&M University during the Summer Sessions of the 1979 school year. This study was further limited to factors relating to job satisfaction and the work environment.

2. No attempt was made to solicit the opinions of the employers.

3. The subjectivity of the employees in responding to the statements truthfully is also recognized as a limitation.

Summary and Organization of the Study

The purpose of this study was to determine and evaluate the attitudes of clerical personnel toward their work environment and to identify and analyze factors which affect job satisfaction of clerical personnel at Prairie View A&M University.

Chapter II will acquaint the reader with existing studies relative to what has been found, who has done work, when and where latest research studies were completed, and what approaches involving research methodology, instrumentation, and statistical analysis were followed.

Chapter III will consist of the methodology and also included will be a description of the instrument.

Chapter IV will present the statistical analysis of the data and the findings, and Chapter V will present the summary, conclusions, and recommendations.

Chapter II

REVIEW OF RELATED LITERATURE

This chapter presents a review of related literature which is relevant to the study.

Attitude

Matthews conducted a study to determine differences in attitudes of students in two large, urban secondary schools differing in academic productivity. In addition, differences between the attitudes of over-achieving and under-achieving students in the pooled sample populations of the two schools were investigated.

The two schools were matched on the basis of socioeconomic status of parents, students' plans for future education, racial composition, size, and public tax support base.

The attitudes of students were measured by the administration of the Student Attitude Scale. The scale provided measures of five different dimensions of students' attitudes. They were: (1) Acceptance of Self, (2) Attitude Toward Fellow Students, (3) Attitude Toward Teachers, (4) Attitude Toward the Principal, and (5) Attitude Toward School as a Whole.

Chi Square analyses were performed to test differences between the attitudes of students using .05, as the minimal acceptance level of significance.

The following findings were revealed from this study:

1. Over-achieving students were found to have significantly more positive attitudes toward teachers than under-achieving students.
2. Female students in the productive school were found to have significantly more positive attitudes toward their fellow students, toward the principal, and toward school as a whole than female students in the less productive school.
3. Students in the less productive school whose parents had at least a high school education, but less than a four-year degree from college, were found to have significantly more positive attitudes toward teachers than students in the more productive school whose parents had comparable levels of education.
4. Students in the more productive school were found to have significantly more positive attitudes toward the principal than students in the less productive school at all levels of parents' education.
5. Students in the more productive school whose parents had at least a high school education were found to have significantly more positive attitudes toward school as a whole than students in the less productive school whose parents had comparable levels of education.⁵

Newcomb focused on the question of what kinds of people accept certain kinds of social change. One of the hypotheses of the study was that values come to be values largely through

⁵Kenneth Matthews, "A Comparative Case Study of Student Attitudes in Schools Differing in Productivity," Dissertation Abstracts International: A Humanities and Social Science, Vol. 36, January-February, 1975, pp. 54-55.

the mediation of the groups with which an individual has direct contact. Studying students at Bennington College, Newcomb considered the college community as a group with which the students had direct contact and attitude toward public affairs as a relevant value. This attitude was selected because the college was characterized by a high degree of concern with public affairs and a liberal attitude on controversial issues. The investigator reasoned that if group membership were the causal variable, those who had been exposed to the group atmosphere for longer periods should show attitude more in keeping with those characteristic of the group (more liberal attitudes). If it was the possession of liberal attitudes that led to attending the college, there would be less reason to expect an increase in liberalism with increased years of attendance. On all his measures, freshmen were more conservative and seniors were least conservative.

Newcomb repeated his measures of attitudes of Bennington students for four consecutive years (1957-1961). Each year, he found that juniors and seniors were more liberal than those in lower classes; it was the college experience rather than some other factor which accounted for the change in attitudes and information.⁶

⁶R. C. Newcomb, "Levels of Existence: An Open System of Theory of Values," Journal of Humanistic Psychology, Vol. 10, No. 2, 1970, pp. 10-13.

Hart (1975) conducted a study to determine if there was any change in attitude in a group of exempt-salaried (without pay) industrial employees following the adoption of a new system of performance evaluation and review when the new system was compared to the old system.

The study included the total exempt-salaried population of a major manufacturing division of Corning Glass Works.

As part of a broader research, this study sought to measure the effect of the new Performance Management System on supervisory style, quality of the interview process, employee perception of interviews, and attitude toward the overall performance evaluation and review system.

The findings of this study showed that there was an overall positive change in attitude toward the new Performance Management System in changing from the old system to the new system.⁷

Holland (1975) conducted a study to investigate the extent to which teachers' perceptions of the influence selected groups have on how the school functions affect their attitudes toward various factors of their work environment.

The independent variable consisted of teachers' perceptions of the degree of influence selected reference

⁷ Donald A. Hart, "Comparison of Attitudes of Employees Toward Two Types of Performance Evaluation," Dissertation Abstracts International: A Humanities and Social Science, Vol. 37, December 1975, p. 59A.

groups have on how the school is run. The reference groups in this study were: teachers as a group, principals, supervisors, superintendent, area superintendent, board of education, parents and citizens and interest groups. The independent variable was the opinion and attitude of teachers toward various factors in their work environment. The ten basic factors in the work environment were: teacher rapport with principal, satisfaction with teaching, rapport among teachers, teacher salary, teacher load, community support of education, school facilities and services, curriculum issues, teacher status, and community pressures.

The questionnaire also was used to gather data on the effects of certain demographic factors: sex, age, grade level, experience, professional training, marital status and regional background.

The results of his study revealed that:

1. The greater the influence teachers perceived themselves as having on the functioning of the school, the more positive were teachers attitudes toward their work environment.
2. The greater the influence teachers perceived their principal as having on the functioning of the school, the more positive were teachers' attitudes toward their work environment.
3. The greater the influence teachers perceived themselves and their principal as having on the functioning of the school, the more positive were teachers' attitudes toward their work environment.
4. The greater the influence teachers perceived the board of education as having on the functioning of the school, the less favorable were teachers' attitudes toward their work environment.

5. Male teachers had more positive attitudes toward their work environment than did female teachers.
6. Teachers of upper grade high school students were more satisfied with their work environment than were teachers of lower grade high school students.
7. Older teachers were more satisfied with their working conditions than were younger teachers.
8. Experienced teachers showed more positive attitudes toward their work environment than did inexperienced teachers.
9. The higher the teachers' level of professional training, the more positive were teachers' attitudes and opinions toward their work environment.
10. Married teachers had more positive attitudes toward their work environment than did single teachers.
11. The size of the high school had no significant effect on the attitudes of teachers.
12. Teachers from the southeast region had more positive attitudes toward their work environment than did teachers from outside the southeast region.⁸

Touraine, after a study of methods for encouraging positive worker attitude and behavior to provide a basis for re-evaluation of current policies and programs relating to introduction of technical change, drew the following conclusions: (1) a change is rarely an event which can be

⁸Phillip Holland, "A Study of the Relationships Between Perceived Influence of Selected Reference Groups and Secondary Teachers' Attitudes Toward Their Work Environment," Dissertation Abstracts International: A Humanities and Social Science, Vol. 36, January-February, 1975, p. 55.

isolated, (2) it is difficult to separate changes in work from evolution of work, or attitudes toward change from changes in attitudes, (3) the study of workers' attitude with regard to change is inceptive to a more general analysis of policies of management, and (4) the nature, causes, and consequences of a change should be known by all those who undergo or participate in it.⁹

Dickerson (1975) conducted a study to determine the attitudes of Nebraska teachers, administrators, school board members, and state legislators toward selected factors on which to base teachers' salaries.

The literature and research dealing with teachers' salary schedules were reviewed to ascertain those factors that could conceivably be utilized in developing a salary plan for public school teachers.

The following findings were revealed from this study:

1. The factors dealing with experience, formal training, responsibility, staff development, and cost of living were all rated as acceptable by the four responding groups.
2. The factors of student achievement and supply and demand were rated as the least acceptable factors by all four responding groups.
3. Time was a factor that was rated as acceptable to teachers and administrators but was rated as unacceptable by school board members and legislators.

⁹Alvin Touraine, Workers' Attitudes to Technical Change (Washington, D. C.: OECD Publication Center, 1974), p. 20.

4. The performance factor was rated as the most acceptable factor by administrators, school board members, and legislators but was rated as unacceptable by the teachers.
5. When the participants were asked to rank order the ten factors, experience, formal training, performance, and responsibility were ranked in the top five by all four groups. Teachers and administrators were the only groups that placed cost of living in the top five, while school board members and legislators ranked student achievement as their fifth priority.
6. Supply and demand was ranked tenth by all four responding groups. Time and learning environment were also ranked low by all groups. In addition, teachers and administrators ranked student achievement as their ninth priority.
7. With minor exceptions, the background characteristics of position, sex, age, educational level, experience, district classification and teacher wage earning status revealed little variation among the opinions of the four groups toward the ten factors.
8. In general, both secondary teachers and principals were more supportive of the eight salary factors that were considered to be acceptable in a salary plan than were their elementary counterparts.¹⁰

Productivity

Monthe (1976) conducted a study to determine the relationship between job satisfaction and job dissatisfaction and the independent variables: (1) marital status; (2) sex; (3) educational attainment; (4) years in present job;

¹⁰ Douglas Dickerson, "A Study to Determine the Attitudes of the Nebraska Teachers, Administrators, School Board Members and State Legislators Toward Selected Factors on Which to Base Teachers' Salaries," Dissertation Abstracts International: A Humanities and Social Science, Vol. 38, May 1975, pp. 28-29A.

(5) tenure in extension (total); (6) age; (7) organizational status; and (8) principal program responsibility.

A second emphasis of the study was to analyze factors of job satisfaction and job dissatisfaction.

A third emphasis of the study was to determine the attitude of the staff members toward their work.

The respondents for the study were the professional employees of West Virginia University's Center for Extension and Continuing Education.

The professional staff members of the Center for Extension and Continuing Education ranked the factors of job satisfaction as follows: (1) work itself; (2) co-workers; (3) responsibility; (4) achievement; (5) recognition; and (6) advancement.

The factors of job dissatisfaction were ranked as follows: (1) salary; (2) company policies and practices; (3) working conditions; (4) job security; (5) supervisor technical; and (6) supervisor human relations.

Monthe found that there were 14 percent of the Cluster's staff who disliked their job. It was highest with county agents, 29 percent, and lowest with home demonstration agents, zero percent. The five-to-nine years of employment and early thirties in groups indicated the lowest level of job satisfaction and job dissatisfaction between men and women.¹¹

¹¹Roland D. Monthe, "Job Satisfaction and Dissatisfaction Study of the West Virginia University Extension Service," Dissertation Abstracts International: A Humanities and Social Science, Vol. 37, January, 1976, p. 47.

Golden and Weiss conducted a study to test the theory of work adjustment. A conceptual framework developed for use in vocational counseling purposes that vocational satisfaction is a function of the correspondence between the reinforcers in the work environment and the individual's vocational needs. The authors sampled 179 adults, employed in supervisory, research scientist, engineer, technician, and clerical administrative jobs. Variables measured were ability, advancement, company policies, compensation, creativity, recognition, responsibility, supervisor-human relations, and variety. Conclusions were that the study further supported the theory that job satisfaction is a function of the correspondence between employee needs and the reinforcement present in the work environment.¹²

Herzberg and his co-workers' first study was designed to test the concept that man has two sets of basic needs--his need as an animal to avoid pain and his need as a human to grow psychologically. The research involved interviewing two hundred engineers and accountants, who represented a cross-section of Pittsburgh's industry. They were asked about events they had experienced at work which either had

¹²Robert R. Golden and David J. Weiss, Relationship of Vocational Satisfaction to the Correspondence of Job Reinforcement and Vocational Needs. Research Report No. 11, Minneapolis, Minnesota: University of Minnesota, 1972, pp. 6-8.

resulted in a marked improvement in their job satisfaction or had led to a marked reduction in job satisfaction. Employees talked about periods at work when they felt exceptionally good or exceptionally bad.

The results of the study revealed five strong determinants of job satisfaction. They were achievement, recognition, work itself, responsibility, and advancement (the last three being of greater importance for lasting change of attitudes).¹³

Hoppock supports Herzberg's theory that the possibility for deep satisfaction with one's job lies in the task itself. The job tasks were changed for 104 young women who answered customer complaint letters and another group of 16 girls who handled telephone calls from customers who phoned rather than wrote. As a result of changing to tasks desired by the women, there was remarkable increase in quality or service, productivity levels, improved turnover, and employee satisfaction in job assignments.¹⁴

Summary

The related literature presented in Chapter II explored the research work of various authors in the areas of

¹³Herzberg, loc. cit., pp. 41-42.

¹⁴Robert Hoppock, Job Satisfaction (New York: Harper and Brothers Publishers, 1972), p. 12.

(1) attitudes toward factors of the work environment, toward new management systems to increase productivity, and methods for encouraging positive worker attitude and behavior to provide a basis for re-evaluation of current policies and programs relating to change in the work environment, and

(2) relationships between job satisfaction and job dissatisfaction in affecting productivity.

The authors' findings tend to agree that the greater the influence one has, persons in higher level positions, older and experienced workers, higher level professional training, and married individuals--all tend to be related to positive attitudes toward the work environment. Findings revealed also that achievement, recognition, the work itself, responsibility, and advancement were strong determinants of job satisfaction.

The population consisted of all clerical personnel in a department, division, and/or school or college who had worked a minimum of two months. Participants were selected from the 1973-74 Faculty-Staff Directory of Prairie View A&M University.

Since the faculty-staff directory was published after September 1973, all of the employees who were classified as clerical personnel had worked a sufficient period of time to qualify them to complete the questionnaire. A minimum of two months of work experience was required to give the employees enough time to know what skills and knowledge their jobs required.

Chapter III

METHODS AND PROCEDURES

The purposes of this study were to determine and evaluate the attitudes of clerical personnel toward their work environment and to identify and analyze factors which affect job satisfaction of clerical personnel at Prairie View A&M University.

A brief explanation of the population, a description of the instrument, and the procedures used in the collection and treatment of data are presented in this chapter.

Population

The population consisted of 70 clerical personnel in a department, division, and/or school or college who had worked a minimum of two months. Participants were selected from the 1978-79 Faculty-Staff Directory of Prairie View A&M University.

Since the faculty-staff directory was published after September 1978, all of the employees who were classified as clerical personnel had worked a sufficient period of time to qualify them to complete the questionnaire. A minimum of two months of work experience was required to give the employees enough time to know what skills and knowledges their jobs required.

INSTRUMENTATION

Flowers developed an opinionnaire in 1975 to elicit attitudes of some Government employees. Examination of the instrument presented items relevant to this study. Flowers' instrument, however, measured both values and attitudes of employees. This investigation sought only to elicit attitudes of the respondents. Therefore, only those items dealing with attitudes were used.

According to Campbell:

Flowers administered an Employee Opinion Questionnaire to all Dallas Municipal Government employees through the department in which they worked. The questionnaire of 1975 was enlightening and provided a profile and a composite look at the City organization climate from the employees point of view.¹⁵

An opinionnaire consisting of twenty agree and disagree work-attitude statements was designed to elicit the attitudes of clerical personnel at Prairie View A&M University. Participants were asked to select the best answer that represented their choices by circling one of the five items indicating agreement or disagreement.

The research instrument solicited a variety of information and was composed of two basic parts. The first part

¹⁵Vincent S. Flowers, A Study of Attitudes and Values of Employees in Dallas Municipal Government's Personnel Department, cited by Ronetta Campbell, an Unpublished Master's Thesis, Prairie View, Texas: Prairie View A&M University, 1978, p. 16.

asked for general information on such demographic factors as sex, age, full-time or part-time status, education, and marital status.

The second part of the research instrument consisted of statements regarding the attitudes of clerical personnel at Prairie View A&M University toward their work environment. It was designed to measure as accurately as possible the degree of feelings by using a Likert-type scale ranging from strongly agree to strongly disagree.

COLLECTION AND TREATMENT OF DATA

The Faculty-Staff directory contained 80 names of clerical employees. The directory identified the employee's office location, title or position, sex, and the year hired. Since such a small number of subjects were available, all 80 clerical employees were given opinionnaires.

Data were collected on 70 (87.5%, return) of the 80 clerical employees during personal interviews. The opinionnaires were hand delivered and collected during the week of July 9, 1979 by the researcher. Eight clerical employees were on vacation and two had resigned by the time the opinionnaires were collected. Data were collected and analyzed as explained below.

Treatment of Data

The t test was used to determine the significance of the data. Other statistics used to analyze the responses were percentages and mean scores.

Summary

The population utilized in this study was clerical employees whose names were listed in the 1978-79 Faculty-Staff directory. A total of 70 opinionnaires were received from the 80 distributed and were used to supply data for this study.

A research instrument was developed after a comprehensive review of articles and other research projects which were related to this study. Specific items within the instrument asked the employees to give their opinions pertaining to their attitudes toward their work environment at Prairie View A&M University.

Data were collected and analyzed during the week of July 9, 1979. Results of the study are presented in the following chapter.

The Findings

The following hypotheses were formulated and statistically tested:

Hypothesis 1. Clerical personnel at Prairie View A&M

University do not have satisfactory attitudes toward their work environment. A majority, 25 or 78.1 percent of the

Chapter IV

ANALYSIS OF THE DATA

secretaries, 13 or 84.4 percent of the clerk typists, 10 or

83.3 The primary purposes of this study were to determine the attitudes of clerical personnel at Prairie View A&M University toward their work environment, and to identify factors which affect job satisfaction. The secretaries, 10

or 83.3 The conditions set for rejecting and failing to reject the hypotheses were as follows: percent of the file clerks

1. When evaluating clerical personnel's attitudes as "satisfactory" or "unsatisfactory," a majority of the responses must either "agree/strongly agree" or "disagree/strongly disagree" with an itemized statement. ors agreed

2. To fail to reject the hypothesis, an overall t value obtained from the test of significance must exceed the 2.00 critical value at the .05 level of confidence. head,

3. To reject the hypotheses, an overall t value obtained from the test of significance must be less than the 2.00 critical value at the .05 level of confidence. the

stenographers agreed while 5 or 55.6 percent of the file

The Findings

The following hypotheses were formulated and statistically tested: percent of the secretaries, 11 or 84.7 percent of the clerk

typists, and 10 or 83.3 percent of the stenographers agreed

Hypothesis 1. Clerical personnel at Prairie View A&M University do not have "satisfactory" attitudes toward their work environment. A majority, 25 or 78.1 percent of the secretaries, 15 or 88.2 percent of the clerk-typists, 10 or 83.3 percent of the stenographers, and 8 or 88.9 percent of the file clerks "were satisfied with their work," see Table 1, page 26.

A majority, 27 or 84.4 percent of the secretaries, 10 or 58.8 percent of the clerk-typists, 10 or 83.3 percent of the stenographers, and 7 or 77.8 percent of the file clerks agreed that "there was enough cooperation between the persons with whom they work," see Table 2, page 27. Of the clerical personnel who responded, half, 16 or 50 percent of the secretaries and 9 or 75 percent of the stenographers agreed while 6 or 35.3 percent of the clerk-typists and 6 or 66.7 percent of the file clerks disagreed that "there are opportunities in their department for those who want to get ahead," see Table 3, page 28.

A majority, 25 or 78.1 percent of the secretaries, 10 or 58.8 percent of the clerk-typists, and 9 or 75 percent of the stenographers agreed while 5 or 55.6 percent of the file clerks disagreed that their "working conditions were satisfactory," see Table 4, page 29. A majority, 26 or 81.3 percent of the secretaries, 11 or 64.7 percent of the clerk-typists, and 10 or 83.3 percent of the stenographers agreed

Table 1

A COMPARISON OF THE NUMBER OF RESPONSES, PERCENTAGES, AND
MEAN SCORES OF CLERICAL PERSONNEL'S ATTITUDES
TOWARD SATISFYING WORK

N = 70

Statement	Respondent	Frequency Distribution					
		Agree -		Disagree -		Undecided	
		No.	%	No.	%	No.	%
1. Work is satisfying	Secretaries	25	78.1	5	15.6	2	6.3
	Clerk-Typists	15	88.2	0	0.0	2	11.8
	Stenographers	10	83.3	2	16.7	0	0.0
	File Clerks	8	88.9	1	11.1	0	0.0
							Mean
							2.15
							1.88
							2.00
							1.88

Table 3

A COMPARISON OF THE NUMBER OF RESPONSES, PERCENTAGES, AND
MEAN SCORES OF CLERICAL PERSONNEL'S ATTITUDES
TOWARD OPPORTUNITIES TO GET AHEAD

N = 70

Statement	Respondent	Frequency Distribution					
		Agree - Strongly Agree		Disagree - Strongly Disagree		Undecided	
		No.	%	No.	%	No.	Mean
3. Opportunities to get ahead	Secretaries	16	50.0	12	37.5	4	2.78
	Clerk-Typists	6	35.3	10	58.8	1	3.70
	Stenographers	9	75.0	1	8.3	2	2.08
	File Clerks	2	22.2	6	66.7	1	3.44

Table 4

A COMPARISON OF THE NUMBER OF RESPONSES, PERCENTAGES, AND
MEAN SCORES OF CLERICAL PERSONNEL'S ATTITUDES
TOWARD SATISFACTORY WORKING CONDITIONS

N = 70

Statement	Respondent	Frequency Distribution						Mean
		Agree - Strongly Agree		Disagree - Strongly Disagree		Undecided		
		No.	%	No.	%	No.	%	
4. Working conditions satisfactory	Secretaries	25	78.1	3	9.4	4	12.5	2.12
	Clerk-Typists	10	58.8	6	35.3	1	5.9	2.41
	Stenographers	9	75.0	2	16.7	1	8.3	2.33
	File Clerks	2	22.2	2	22.2	5	55.6	2.77

while 5 or 55.6 percent of the file clerks disagreed that "the retirement plan was satisfactory," see Table 5, page 31. Twenty-six (26) or 81.3 percent of the secretaries, 11 or 64.8 percent of the clerk-typists, 8 or 66.7 percent of the stenographers, and 7 or 77.8 percent of the file clerks indicated that they "can be sure of their jobs with their department," see Table 6, page 32.

A majority of 24 or 75 percent of the secretaries, 13 or 76.5 percent of the clerk-typists, 10 or 83.4 percent of the stenographers, and 8 or 88.9 percent of the file clerks agreed that they "have as much freedom as they need to do their work well," see Table 7, page 33. Of the clerical personnel who responded, 17 or 53.2 percent of the secretaries, 13 or 76.5 percent of the clerk-typists, 7 or 58.3 percent of the stenographers, and 8 or 88.9 percent of the file clerks disagreed that they were "paid fairly for the kind of work they do," see Table 8, page 34.

A total of 11 or 34.4 percent of the secretaries agreed and disagreed, 8 or 47.5 percent of the clerk-typitst, 8 or 58.3 percent of the stenographers, and 4 or 44.5 percent of the file clerks agreed that "office employees are in positions that make good use of their abilities," see Table 9, page 35. Thirty (30) or 93.8 percent of the secretaries, 15 or 88.2 percent of the clerk-typists, 12 or 100 percent of the stenographers, and 7 or 77.8 percent of the file clerks

Table 5

A COMPARISON OF THE NUMBER OF RESPONSES, PERCENTAGES, AND
MEAN SCORES OF CLERICAL PERSONNEL'S ATTITUDES
TOWARD A SATISFACTORY RETIREMENT

N = 70

Statement	Respondent	Frequency Distribution						Mean
		Agree - Strongly		Disagree - Strongly		Undecided		
		No	%	No.	%	No.	%	
5. Retirement satisfactory	Secretaries	26	81.3	1	3.1	5	15.6	1.93
	Clerk-Typists	11	64.7	6	35.3	0	0.0	2.17
	Stenographers	10	83.3	0	0.0	2	16.7	2.08
	File Clerks	4	44.4	5	55.6	0	0.0	2.44

Table 6

A COMPARISON OF THE NUMBER OF RESPONSES, PERCENTAGES, AND
MEAN SCORES OF CLERICAL PERSONNEL'S ATTITUDES
TOWARD JOB SECURITY

N = 70

Statement	Respondent	Frequency Distribution						Mean
		Agree - Strongly Agree		Disagree - Strongly Disagree		Undecided		
		No.	%	No.	%	No.	%	
6. Job Security	Secretaries	26	81.3	2	6.3	4	12.5	2.03
	Clerk-Typists	11	64.8	3	17.6	3	17.6	2.41
	Stenographers	8	66.7	0	0.0	4	33.3	2.08
	File Clerks	7	77.8	2	22.2	0	0.0	2.11

Table 7

A COMPARISON OF THE NUMBER OF RESPONSES, PERCENTAGES, AND
MEAN SCORES OF CLERICAL PERSONNEL'S ATTITUDES
TOWARD FREEDOM TO WORK WELL

N = 70

Statement	Respondent	Frequency Distribution					
		Agree - Strongly Agree		Disagree - Strongly Disagree		Undecided	
		No.	%	No.	%	No.	Mean
7. Freedom to work well	Secretaries	12	37.5	17	50.0	3	1.37
	Secretaries	24	75.0	5	15.6	3	2.12
	Clerk-Typists	13	76.5	3	17.6	1	2.11
	Stenographers	10	83.4	1	8.3	1	1.83
	File Clerks	8	88.9	0	0.0	1	1.66

Table 8

A COMPARISON OF THE NUMBER OF RESPONSES, PERCENTAGES, AND
MEAN SCORES OF CLERICAL PERSONNEL'S ATTITUDES
TOWARD BEING PAID FAIRLY

N = 70

Statement	Respondent	Frequency Distribution					
		Agree - Strongly Agree		Disagree - Strongly Disagree		Undecided	
		No.	%	No.	%	No.	%
8. Paid fairly	Secretaries	12	37.5	17	53.2	3	9.4
	Clerk-Typists	1	5.9	13	76.5	3	17.6
	Stenographers	3	25.0	7	58.3	2	16.7
	File Clerks	0	0.0	8	88.9	1	11.1
							Mean
							3.37
							4.11
							3.33
							4.22

Table 9

A COMPARISON OF THE NUMBER OF RESPONSES, PERCENTAGES, AND
MEAN SCORES OF CLERICAL PERSONNEL'S ATTITUDES
TOWARD GOOD USE OF THEIR ABILITIES

N = 70

Statement	Respondent	Frequency Distribution					
		Agree - Strongly Agree		Disagree - Strongly Disagree		Undecided	
		No.	%	No.	%	No.	Mean
9. Good use of abilities	Secretaries	11	34.4	11	34.4	10	3.12
	Clerk-Typists	3	17.6	8	47.5	6	3.23
	Stenographers	8	58.3	4	33.3	1	2.66
	File Clerks	4	44.5	3	33.3	2	3.00

indicated that they "understand what is expected of them in their work," see Table 10, page 37. A majority of 20 or 62.5 percent of the secretaries and 11 or 64.8 percent of the clerk-typists, while 7 or 58.3 percent of the stenographers and 5 or 55.6 percent of the file clerks felt that their "department's fringe benefits were good," see Table 11, page 38. Twenty-five or 78.1 percent of the secretaries, 8 or 77.8 percent of the clerk-typists, 9 or 75 percent of the stenographers, and 7 or 77.8 of the file clerks agreed that their "supervisor has both formal and informal rules," see Table 12, page 38. Of the clerical personnel who responded, 16 or 50 percent of the secretaries, 12 or 70.6 percent of the clerk-typists, and 6 or 66.7 percent of the file clerks disagree while 6 or 50 percent of the stenographers agreed that "Prairie View A&M University often rewards employees for their loyalty," see Table 13, page 40.

A majority, 22 or 66.8 percent of the secretaries, 8 or 47 percent of the clerk-typists, 7 or 58.3 percent of the stenographers, while 4 or 44.4 percent of the file clerks disagreed that "there are too many rules and procedures to follow," see Table 14, page 41. Twenty-nine (29) or 90.6 percent of the secretaries, 13 or 76.5 percent of the clerk-typists, 11 or 91.7 percent of the stenographers, and 8 or 88.9 percent of the file clerks agreed that they "feel free to share their opinions with their supervisor," see Table 15, page 42. Of the clerical personnel who responded, 25 or

Table 10

A COMPARISON OF THE NUMBER OF RESPONSES, PERCENTAGES, AND
MEAN SCORES OF CLERICAL PERSONNEL'S ATTITUDES
TOWARD UNDERSTANDING THEIR WORK

N = 70

Statement	Respondent	Frequency Distribution							Mean
		Agree - Strongly Agree		Disagree - Strongly Disagree		Undecided			
		No.	%	No.	%	No.	%		
10. Understand my work	Secretaries	30	93.8	1	3.1	1	3.1	1.71	
	Clerk-Typists	15	88.2	0	0.0	2	11.8	1.82	
	Stenographers	12	100.0	0	0.0	0	0.0	1.75	
	File Clerks	7	77.8	1	11.1	1	11.1	1.88	

Table 11

A COMPARISON OF THE NUMBER OF RESPONSES, PERCENTAGES, AND
MEAN SCORES OF CLERICAL PERSONNEL'S ATTITUDES
TOWARD FRINGE BENEFITS

N = 70

Statement	Respondent	Frequency Distribution						Mean
		Agree - Strongly Agree		Disagree - Strongly Disagree		Undecided		
		No.	%	No.	%	No.	%	
11. Good fringe benefits	Secretaries	20	62.5	7	21.9	5	15.6	2.56
	Clerk-Typists	11	64.8	3	17.6	3	17.6	2.41
	Stenographers	5	41.7	7	58.3	0	0.0	1.58
	File Clerks	1	11.1	3	33.3	5	55.6	3.11

Table 12

A COMPARISON OF THE NUMBER OF RESPONSES, PERCENTAGES, AND
MEAN SCORES OF CLERICAL PERSONNEL'S ATTITUDES
TOWARD FORMAL AND INFORMAL RULES

N = 70

Statement	Responses	Frequency Distribution					
		Agree- Strongly Agree		Disagree - Strongly Disagree		Undecided	
		No.	%	No.	%	No.	%
12. Formal and informal rules	Secretaries	25	78.1	5	15.6	2	6.3
	Clerk-Typists	8	47.0	4	23.5	5	29.5
	Stenographers	9	75.0	0	0.0	3	25.0
	File Clerks	7	77.8	1	11.1	1	11.1
							Mean
							2.15
							2.64
							2.16
							2.11

Table 13

A COMPARISON OF THE NUMBER OF RESPONSES, PERCENTAGES, AND
 MEAN SCORES OF CLERICAL PERSONNEL'S ATTITUDES
 TOWARD LOYALTY REWARDS

N = 70

Statement	Respondent	Frequency Distribution						Mean
		Agree - Strongly Agree		Disagree - Strongly Disagree		Undecided		
		No.	%	No.	%	No.	%	
13. Rewards loyalty	Secretaries	6	18.8	16	50.0	10	31.2	3.62
	Clerk-Typists	3	17.6	12	70.6	2	11.8	3.64
	Stenographers	6	50.0	2	16.7	4	33.3	2.66
	File Clerks	1	11.1	6	66.7	2	22.2	3.77

Table 14

A COMPARISON OF THE NUMBER OF RESPONSES, PERCENTAGES, AND
MEAN SCORES OF CLERICAL PERSONNEL'S ATTITUDES
TOWARD TOO MANY RULES AND PROCEDURES

N = 70

Statement	Respondent	Frequency Distribution							Mean
		Agree - Strongly		Disagree - Strongly		Undecided			
		No.	%	No.	%	No.	%	%	
14. Too many rules and procedures	Secretaries	7	21.9	22	68.8	3	9.3	3.46	
	Clerk-Typists	7	41.2	8	47.0	2	11.8	3.05	
	Stenographers	4	33.3	7	58.3	1	8.4	3.50	
	File Clerks	4	44.4	4	44.4	1	11.2	2.77	

Table 15

A COMPARISON OF THE NUMBER OF RESPONSES, PERCENTAGES, AND
MEAN SCORES OF CLERICAL PERSONNEL'S ATTITUDES
TOWARD FREEDOM TO SHARE OPINIONS

N = 70

Statement	Respondent	Frequency Distribution						Mean
		Agree - Strongly Agree No.	%	Disagree - Strongly Disagree No.	%	Undecided No.	%	
15. Free to share opinions	Secretaries	29	90.6	1	3.1	2	6.3	1.68
	Clerk-Typists	13	76.5	4	23.5	0	0.0	2.47
	Stenographers	11	91.7	1	8.3	0	0.0	1.83
	File Clerks	8	88.9	0	0.0	1	11.1	1.77

78.1 percent of the secretaries, 17 or 100 percent of the clerk-typists, 10 or 83.3 percent of the stenographers, and 8 or 88.9 percent of the file clerks agreed that they "were proud to work for their department," see Table 16, page 44.

A majority of 12 or 37.4 percent of the secretaries, 8 or 47.1 percent of the clerk-typists, and 4 or 44.5 percent of the file clerks agreed while 7 or 58.3 percent of the stenographers were undecided whether there "were some favoritism shown at the University," see Table 17, page 45.

Thirteen (13) or 40.6 percent of the secretaries, 11 or 64.7 percent of the clerk-typists, 5 or 41.7 percent of the stenographers, and 4 or 44.5 percent of the file clerks disagreed that "their job was leading to the kind of future they wanted," see Table 18, page 46.

Thirteen (13) or 40.6 percent of the secretaries, 11 or 64.7 percent of the clerk-typists, 7 or 58.3 percent of the stenographers, and 5 or 55.6 percent of the file clerks agreed that their "department was a better place to work this year than it was last year," see Table 19, page 47. Finally, 15 or 46.9 percent of the secretaries, 9 or 53 percent of the clerk-typists, 10 or 83.4 percent of the stenographers, and 5 or 55.6 percent of the file clerks agreed that they "get enough information about how well they are doing on their job," see Table 20, page 47.

Table 16

A COMPARISON OF THE NUMBER OF RESPONSES, PERCENTAGES, AND
MEAN SCORES OF CLERICAL PERSONNEL'S ATTITUDES
TOWARD THEIR WORK

N = 70

Statement	Respondent	Frequency Distribution						Mean
		Agree - Strongly Agree		Disagree - Strongly Disagree		Undecided		
		No.	%	No.	%	No.	%	
16. Proud to work	Secretaries	25	78.1	1	3.1	6	18.1	1.81
	Clerk-Typists	17	100.0	0	0.0	0	0.0	1.70
	Stenographers	10	83.3	0	0.0	2	16.7	1.75
	File Clerks	8	88.9	0	0.0	1	11.1	1.77

Table 17

A COMPARISON OF THE NUMBER OF RESPONSES, PERCENTAGES, AND
 MEAN SCORES OF CLERICAL PERSONNEL'S ATTITUDES
 TOWARD FAVORITISM

N = 70

Statement	Respondent	Frequency Distribution							Mean
		Agree - Strongly Agree		Disagree - Strongly Disagree		Undecided			
		No.	%	No.	%	No.	%		
17. Favoritism	Secretaries	12	37.4	10	31.3	10	31.3	2.90	
	Clerk-Typists	8	47.1	4	23.5	5	29.4	2.41	
	Stenographers	2	16.7	3	25.0	7	58.3	3.16	
	File Clerks	4	44.5	3	33.3	2	22.2	2.77	

Table 18

A COMPARISON OF THE NUMBER OF RESPONSES, PERCENTAGES, AND
MEAN SCORES OF CLERICAL PERSONNEL'S ATTITUDES
TOWARD JOB FUTURE

N = 70

Statement	Respondent	Frequency Distribution						Mean
		Agree - Strongly Agree		Disagree - Strongly Disagree		Undecided		
		No.	%	No.	%	No.	%	
18. Job future	Secretaries	10	31.3	13	40.6	9	28.1	3.06
	Clerk-Typists	4	23.5	11	64.7	2	11.8	3.76
	Stenographers	3	25.0	5	41.7	4	33.3	3.16
	File Clerks	3	33.3	4	44.5	2	22.2	3.11

Table 19

A COMPARISON OF THE NUMBER OF RESPONSES, PERCENTAGES, AND
 MEAN SCORES OF CLERICAL PERSONNEL'S ATTITUDES
 TOWARD THEIR DEPARTMENT'S IMPROVEMENT

N = 70

Statement	Respondent	Frequency Distribution					Mean
		Agree - Strongly Agree No.	%	Disagree - Strongly Disagree No.	%	Undecided No.	
19. Department is better	Secretaries	13	40.6	8	25.0	11	2.71
	Clerk-Typists	11	64.7	5	29.4	1	2.52
	Stenographers	7	58.3	0	0.0	5	2.33
	File Clerks	5	55.6	2	22.2	2	2.33

The clerical personnel at Prairie View A&M University did have "satisfactory" attitudes toward statements 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 15, 16, 17, 18, 19, and 20.

A majority of respondents had "dissatisfactory" attitudes toward statements 8 ("paid fairly") and 14 ("too many rules and procedures"). The respondents were equally satisfied with statement 9 ("good use of abilities").

Hypothesis 2. There is no significant difference between the mean attitude scores of secretaries and clerk-typists at Prairie View A&M University.

Table 21, page 50, presented mean scores for 32 secretaries' and 17 clerk-typists' attitudes toward their work environment. The computed $-7.85 \underline{t}$ was less than the 2.021 critical value, therefore, the data failed to reject the hypothesis. There was no significant difference at the .05 confidence level between the mean scores of secretaries and clerk-typists.

Hypothesis 3. There is no significant difference between the mean attitude scores of secretaries and others (stenographers and file clerks) at Prairie View A&M University.

Table 22, page 51, presents mean scores for 32 secretaries and 21 others (stenographers and file clerks) attitudes toward their work. The computed $1.19 \underline{t}$ value was less than the 2.00 critical value, therefore, the data failed to reject the hypothesis. There was no significant difference at the .05 confidence level between the mean scores of secretaries and others.

Table 21

A COMPARISON OF MEAN SCORES OF 32 SECRETARIES' AND
17 CLERK-TYPISTS' ATTITUDES TOWARD THEIR
WORK ENVIRONMENT

N = 49

Items	Secretaries	Clerk-Typists
1. Work is satisfying	2.15	1.88
2. Enough cooperation	1.96	2.64
3. Opportunities to get ahead	2.78	3.70
4. Satisfactory working conditions	2.12	2.41
5. Retirement satisfactory	1.93	2.17
6. Job security	2.03	2.41
7. Freedom to work well	2.12	2.11
8. Paid fairly	3.37	4.11
9. Good use of abilities	3.12	3.23
10. Understand my work	1.71	1.82
11. Good fringe benefits	2.56	2.41
12. Formal and informal rules	2.15	2.64
13. Rewards loyalty	3.62	3.64
14. Too many rules and procedures	3.46	3.05
15. Free to share opinions	1.68	2.47
16. Proud to work	1.81	1.70
17. Favoritism	2.90	2.41
18. Job future	3.06	3.76
19. Department is better	2.76	2.52
20. Job feedback	2.81	2.76

$t = -7.85$ $df = 47$ Critical $t = 2.021$

Table 22

A COMPARISON OF MEAN SCORES OF 32 SECRETARIES' AND
21 OTHERS ATTITUDES TOWARD THEIR
WORK ENVIRONMENT

N = 53

Items	Secretaries	Others (File Clerks & Stenographers)
1. Work is satisfying	2.15	1.94
2. Enough cooperation	1.96	1.94
3. Opportunities to get ahead	2.78	2.76
4. Satisfactory working conditions	2.12	2.53
5. Retirement satisfactory	1.93	2.26
6. Job security	2.03	2.09
7. Freedom to work well	2.12	1.74
8. Paid fairly	3.37	3.77
9. Good use of abilities	3.12	2.83
10. Understand my work	1.71	1.81
11. Good fringe benefits	2.56	2.34
12. Formal and informal rules	2.15	2.13
13. Rewards loyalty	3.62	3.21
14. Too many rules and procedures	3.46	3.13
15. Free to share opinions	1.68	1.80
16. Proud to work	1.81	2.26
17. Favoritism	2.90	3.13
18. Job future	3.06	2.74
19. Department is better	2.71	2.38
20. Job feedback	2.81	2.16

t = 1.19

df = 51

Critical $t = 2.00$

Hypothesis 4. There is no significant difference between the mean attitude scores of secretaries and others based on the following demographic factors: education, age, marital status, and employment status.

In order to determine if there was a difference between the attitudinal scores of the secretaries and others toward their environment mean scores and a t test of significance were computed. The mean of 18.3 indicated that a majority of the secretaries had junior college level training while the mean score of 35.5 indicated that a majority of the others had 4 years or more training, see Table 23, page 53. The computed t value .487 was not significant at the .05 confidence level. The 15.50 mean score indicated that a majority of the clerical workers were above 30, see Table 24, page 54. The computed t value of .815 was not significant at the .05 level of confidence.

The 56.76 mean score indicated that a majority of the clerical workers were single, see Table 25, page 55. The computed t value of .805 was not significant at the .05 confidence level. The 51.90 mean score indicated that a majority of the employees were full-time, see Table 26, page 56. The computed t value of .817 was not significant at the .05 confidence level.

As no significant difference was found when comparing secretaries and others by education, age, marital status, and employment status, the data failed to reject the hypothesis.

Table 23

A COMPARISON OF MEAN SCORES AND T-VALUES OF CLERICAL
PERSONNEL'S ATTITUDES TOWARD WORK ENVIRONMENT
BASED ON EDUCATION

N = 70

Education	Secretaries	Others
High School	16.0	2.79
Junior College	18.3	9.66
4-Year College - Others	15.8	35.5

t = .487 Critical t = 2.000 .05 confidence level

t = .915 Critical t = 2.000 .05 confidence level

Table 24

A COMPARISON OF MEAN SCORES AND T-VALUES OF CLERICAL
PERSONNEL'S ATTITUDES TOWARD WORK ENVIRONMENT
BASED ON AGE

N = 70

Age Range	Secretaries	Others
16 - 20	8.13	7.71
21 - 25	17.28	12.39
26 - 30	11.63	8.29
Above 30	15.50	18.25

t = .915 Critical t = 2.000 .05 confidence level

Table 25

A COMPARISON OF MEAN SCORES AND T-VALUES OF CLERICAL
PERSONNEL'S ATTITUDES TOWARD WORK ENVIRONMENT
BASED ON MARITAL STATUS

N = 70

Marital Status	Secretaries	Others
Single	56.76	44.6
Married	52.14	40.6
Widowed - Divorced	25.10	43.8

t = .805

Critical t = 2.000

.05 confidence level

There was no significant difference at the .05 confidence level between the mean attitude scores of clerical personnel at Prairie View A&M University based on demographic factors.

Summary

The data in this Table 26 presented the responses of

A COMPARISON OF MEAN SCORES AND T-VALUES OF CLERICAL PERSONNEL'S ATTITUDES TOWARD WORK ENVIRONMENT BASED ON EMPLOYMENT STATUS

N = 70

Employment Status	Secretaries	Others
Full-time	51.90	34.6
Part-time	0.00	21.7

$t = .817$ Critical $t = 2.000$.05 confidence level

patterns among the four groups of clerical personnel attitudes toward their work environment. No significant difference was found between the mean attitude scores of secretaries and clerk-typists, secretaries and stenographers, and secretaries and file clerks. There was no significant difference found between attitudes of secretaries, clerk-typists, stenographers, and file clerks when comparisons were made by education, age, marital status, and employment status.

There was no significant difference at the .05 confidence level between the mean attitude scores of clerical personnel at Prairie View A&M University based on demographic factors.

Summary

The data in this chapter represented the responses of 70 Prairie View A&M University clerical personnel's attitudes toward their work environment.

Four hypotheses were formulated and statistically tested. The majority of the clerical personnel's attitudes were favorable toward their work environment of the 20 statements, the respondents held satisfactory attitudes toward statements 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 15, 16, 17, 18, 19, and 20, dissatisfactory attitudes toward 2 (dealing with pay and rules, and were undecided about policies and procedures). Hypotheses 2, 3, and 4 were tested to determine whether there was a significant difference in the response pattern among the four groups of clerical personnel attitudes toward their work environment. No significant difference was found between the mean attitude scores of secretaries and clerk-typists, secretaries and stenographers, and secretaries and file clerks. There was no significant difference found between attitudes of secretaries, clerk-typists, stenographers, and file clerks when comparisons were made by education, age, marital status, and employment status.

Chapter V

SUMMARY AND RECOMMENDATIONS

Summary

This study was designed to determine the attitudes of clerical personnel at Prairie View A&M University toward their work environment and to identify those factors which affect job satisfaction.

The study consisted of seventy clerical workers at Prairie View A&M University. The respondents were divided into four groups: secretaries, clerk-typists, stenographers, and others. A Likert-type scale was used to collect the responses to a twenty-item opinionnaire pertaining to their work environment, see Appendix, page 61.

Four hypotheses were tested to determine if significant differences existed:

Hypothesis 1. Clerical personnel at Prairie View A&M University do not have "satisfactory" attitudes toward their work environment.

Hypothesis 2. There is no significant difference between the mean attitude scores of secretaries and clerk-typists at Prairie View A&M University.

Hypothesis 3. There is no significant difference between the mean attitude scores of secretaries, stenographers and file clerks at Prairie View A&M University.

Hypothesis 4. There is no significant difference between the mean attitude scores of clerical personnel at Prairie View A&M University based on demographic factors.

The majority of the clerical personnel's attitudes were favorable toward their work environment. Of the 20 items the respondents held satisfactory attitudes toward statements 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 15, 16, 17, 18, 19, and 20, dissatisfactory attitudes toward 2 (dealing with pay and rules, and were undecided about policies and procedures).

A t test of significance between the mean attitudinal scores of the four groups of clerical personnel toward their work environment and job existence at .05 confidence level revealed no significant difference.

Recommendations

The following recommendations are made based on the findings of this study:

1. A follow-up of this study should be conducted, using a different population.
2. A similar study should be conducted, assessing the attitudes of supervisors of clerical personnel toward the work environment.
3. University personnel policies should be thoroughly discussed with the employee prior to employment.

Hypothesis 4. There is no significant difference between the mean attitude scores of clerical personnel at Prairie View A&M University based on demographic factors.

The majority of the clerical personnel's attitudes were favorable toward their work environment. Of the 20 items the respondents held satisfactory attitudes toward statements 1, 2, 3, 4, 5, 6, 7, 10, 11, 12, 13, 15, 16, 17, 18, 19, and 20, dissatisfactory attitudes toward 2 (dealing with pay and rules, and were undecided about policies and procedures).

A t test of significance between the mean attitudinal scores of the four groups of clerical personnel toward their work environment and job existence at .05 confidence level revealed no significant difference.

Recommendations

The following recommendations are made based on the findings of this study:

1. A follow-up of this study should be conducted, using a different population.
2. A similar study should be conducted, assessing the attitudes of supervisors of clerical personnel toward the work environment.
3. University personnel policies should be thoroughly discussed with the employee prior to employment.

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JOB SATISFACTION OPINIONNAIRE

Directions: Please check (x) one of the following items listed below.

Job Classification: Administrative Secretary ___ Secretary ___
Stenographer ___ Clerk-Typist ___
Others: _____
(Please list)

Sex: Female ___ Male ___

Age: 16-20 ___ 21-25 ___ 26-30 ___ Other ___

Employment: Full-Time Employee ___ or Part-Time Employee ___

Education: High School ___ Junior College ___ 4-Year College ___
Other: _____
Specify: _____

Marital Status: Single ___ Widowed ___ Divorced ___ Other ___

A P P E N D I X

Directions: After reading each statement, circle one of the five indicating your Agreement or disagreement with each.

SA = Strongly Agree D = Disagree
A = Agree U = Undecided SD = Strongly Disagree

	SA	A	U	D	SD
1. My work is satisfying to me.	1	2	3	4	5
2. There is enough cooperation between the persons with whom I work in my office.	1	2	3	4	5
3. There are opportunities in my department for those who want to get ahead.	1	2	3	4	5
4. For the jobs in my department, working conditions are	1	2	3	4	5
factory.					

JOB-SATISFACTION OPINIONNAIRE

Directions: Please check (✓) one of the following items listed below.

Job Classification: Administrative Secretary__ Secretary__
 Stenographer__ Clerk-Typist__
 Others _____
 (Please list)

Sex: Female__ Male__

Age: 16-20__ 21-25__ 26-30__ Other__

Employment: Full-Time Employee__ or Part-Time Employee__

Education: High School__ Junior College__ 4-Year College__
 Other__
 Specify _____

Marital Status: Single__ Married__ Widow__ Divorce__ Other__
 Specify _____

Directions: After reading each statement, circle one of the five indicating your agreement or disagreement with each.

SA = Strongly Agree

D = Disagree

A = Agree

U = Undecided

SD = Strongly Disagree

	SA	A	U	D	SD
1. My work is satisfying to me.	1	2	3	4	5
2. There is enough cooperation between the persons with whom I work in my office.	1	2	3	4	5
3. There are opportunities in my department for those who want to get ahead.	1	2	3	4	5
4. For the jobs in my department, working conditions are satisfactory.	1	2	3	4	5

	SA	A	U	D	SD
5. The system's retirement plan is satisfactory.	1	2	3	4	5
6. I can be sure of my job with the department as long as I do my work.	1	2	3	4	5
7. I have as much freedom as I need to do my work well.	1	2	3	4	5
8. I am paid fairly for the kind of work I do.	1	2	3	4	5
9. Most office employees at the University are in positions that make good use of their abilities.	1	2	3	4	5
10. I understand what is expected of me in my work.	1	2	3	4	5
11. Compared with private industries, my department's fringe benefits are good.	1	2	3	4	5
12. My supervisor has both formal and informal rules.	1	2	3	4	5
13. Prairie View A&M University often rewards employees for their loyalty.	1	2	3	4	5
14. There are too many departmental rules and procedures to follow.	1	2	3	4	5
15. I feel free to share my opinions with my supervisor.	1	2	3	4	5
16. I am proud to work for my department.	1	2	3	4	5
17. Favoritism is a problem at the University.	1	2	3	4	5
18. My job seems to be leading to the kind of future I want.	1	2	3	4	5
19. My department is a better place to work this year than it was last year.	1	2	3	4	5
20. I get enough information about how well I am doing my job.	1	2	3	4	5